



Montoya, Darlene <dmontoya@nmag.gov>

Response from Albuquerque Public Schools Police Department - Re: Critical Incident Documentation

2 messages

Lyon, Thomas <lyon_t@aps.edu>
To: "dmontoya@nmag.gov" <dmontoya@nmag.gov>
Cc: "Gallegos, Steven" <gallegos_ste@aps.edu>

Wed, Jan 18, 2017 at 11:57 AM

Good Morning Mrs. Montoya (Darlene),

My name is **Thomas Lyon**. I retired as the New Mexico Law Enforcement Academy (NMLEA) Director in August 2006. I am currently working as the **Training Coordinator** for the **Albuquerque Public Schools Police Department (APS PD)**.

APS PD Chief of Police Steve Gallegos advised me of the NMLEA Board's request for documentation of Policies and Procedures related to Officer-Involved Shootings and Other Use of Force Incidents. It is my understanding that a subcommittee has been formed to gather and review information from New Mexico Law Enforcement Agencies to help identify best practices regarding the aforementioned Critical Incidents encountered by New Mexico Law Enforcement. I have attached to this e-mail the following information utilized by the APS PD relating to officer involved shootings and other use of force incidents:

- **APS PD Use of Force Policy**

Revised: 7/3/12

- **Use of Force Lesson Plan**

(Power Point Presentation)

Revised: 4/18/16

- **School Lockdowns**

Managing Critical Incidents at Schools and APS Facilities

(Power Point Presentation)

Revised: 7/19/16






- **Response to Active Threat (Shooter) Training Lesson Plan**

Accreditation #NM16151F

Accreditation Expires: 2/18/18

If I can be of any further assistance or you need any more information, please do not hesitate to contact either Chief Gallegos at [\(505\) 243-7712](tel:5052437712) or myself at [\(505\) 366-9599](tel:5053669599).

5 attachments

-  **APSPD Use of Force Policy.docx**
16K
-  **Use of Force LP- revised 041816.ppt**
1145K
-  **School Lockdown power point revised July 19 2016.ppt**
1380K
-  **DPS Accreditation Letter 021816.doc**
243K
-  **Scanned Active Shooter LP for NMDPS Accreditation.pdf**
1004K

Montoya, Darlene <dmontoya@nmag.gov>
To: "Lyon, Thomas" <lyon_t@aps.edu>
Cc: "Gallegos, Steven" <gallegos_ste@aps.edu>

Wed, Jan 18, 2017 at 1:32 PM

Thank you so much Mr. Lyon. Have a wonderful day and be safe.

[Quoted text hidden]

--

Darlene Montoya, Administrator
New Mexico Attorney General's Office
408 Galisteo Street
Santa Fe, New Mexico 87501
[\(505\) 490-4854](tel:5054904854)

DATE OF ISSUE

12/16/09

SUBJECT:

DATE OF REVISION

07/03/12

SECTION NUMBER

307.0 – 308.9

USE OF FORCE

PURPOSE

The purpose of this policy is to provide Albuquerque Public Schools Police Department sworn personnel with guidelines for the use of deadly and non-deadly force.

POLICY

It is the policy of the Albuquerque Public Schools Police Department that all sworn personnel shall use only that force which is reasonably necessary to protect the sanctity of human life, preserve and protect individual liberties, and to affect lawful objectives. All sworn personnel will act in good faith in the exercise of force. The options can range from a continuum of verbal persuasion to deadly force. In vesting sworn personnel with the lawful authority to use force to protect the public welfare, a careful balancing of all human interests is required.

DEFINITIONS

DEADLY FORCE: Any use of force that is likely to cause death or serious physical injury.

NON-DEADLY FORCE: Any use of force other than that which is considered deadly force.

SERIOUS PHYSICAL INJURY: A bodily injury that creates a substantial risk of death, causes serious, permanent disfigurement, or results in long-term loss or impairment of the functioning of any bodily member or organ.

REQUIRED ACTION: Any offensive or non-passive defensive action by sworn personnel, or some intentional action under his/her immediate control.

REQUIRED ACTION INJURY: Any injury to a suspect that results from offensive or non-passive defensive action by sworn personnel or some intentional action under his /her immediate control.

LESS THAN LETHAL FORCE: Force that is intended to cause or which is likely to cause bodily harm and in certain circumstances may result in death or great bodily injury.

BODILY HARM: Any physical impairment of the condition of another's body which causes pain or illness.

PROCEDURE

USE OF FORCE / NON DEADLY

307.0

Where force is warranted, officers should assess the incident in order to determine which technique or tool will reasonably de-escalate the incident and bring it under control safely.

307.1

Every officer is responsible for weighing all other reasonable means of apprehension or control before resorting to a use of force.

307.2

Officers shall use only that force which is reasonable and necessary to overcome resistance, to protect oneself or another, and to affect lawful objectives.

307.3

When a confrontation escalates suddenly, officers may use any means or device at hand for self-defense provided that the use of force is reasonable, given the existing circumstances.

307.4

Officers are permitted to use those defensive tactics and non- deadly tools with which they are trained, qualified, and certified with, as determined by training procedures, for the resolution of incidents when force becomes necessary.

307.5

Every officer is expected to consider the use of department approved options, ranging from verbal techniques, hand control procedures, and non-lethal equipment. The following non deadly force tools are authorized to be issued:

A. Expandable Baton

B. Chemical Agents

C. Handcuffs

DEADLY FORCE**307.6**

The authorized tools that are available to an officer are intended to be used as defensive instruments to prevent an assailant from completing a potentially deadly act.

307.7

A firearm is discharged with the primary intent to stop or incapacitate. To ensure maximum stopping effectiveness and minimal danger to innocent bystanders and non-participants, the officer should shoot at "center body mass" when discharging a firearm.

307.8

In the performance of duty, officers are authorized to use deadly force, by any means, in order to:

1. Protect the officer or others from what is reasonably believed to be an immediate threat of death or serious physical injury.
2. Prevent the escape of, or to effect the apprehension of a fleeing felon where there is a reasonable belief the suspect poses a significant threat of death or serious injury to human life should escape occur.

307.9

To provide guidelines for an appropriate interpretation of a fleeing felon who would pose a significant threat of death or serious injury, the following is provided:

1. Suspect is armed and dangerous
2. The suspect was armed and dangerous during the commission of a previously committed felony or the felony resulted in death or serious injury.

307.10

Where feasible, some warning should be given prior to engaging in the use of deadly force.

307.11

If an officer is the victim of an assault which might cause death or serious injury, he is not required to retreat, but may stand his ground and defend himself even to the point that deadly force is required, if the use of force would prevent death or serious injury. The rule of self-defense is applicable, regardless of the age or sex of the assailant.

307.12

Officers may utilize deadly force to safely destroy an animal that represents a threat to public safety, as a humanitarian measure where the animal is seriously injured and other alternatives have been exhausted, or when requested by animal control.

307.13

Officers will not intentionally place themselves in the path of a fleeing vehicle and then in self-defense, fire upon the vehicle or its occupants.

307.14

Officers will not discharge a firearm from a moving vehicle.

307.15

Warning shots are prohibited; unless doing so would save the officer or another from death or serious injury.

FIREARMS SAFETY**307.16**

Firearms will be carried in a safe and secure manner. Horseplay, as well as flippant and careless behavior, is prohibited.

307.17

An officer may draw a firearm from a retaining device, with no intent to use it, when necessary to control a high risk situation, or take a felon into custody.

REPORTING USES OF FORCE

308.0

In instances where officer's actions result in death or serious injury, the reporting and investigation process will be followed as outlined in the internal affairs investigations section of this manual.

308.1

In all other instances where officer's actions result in an injury, officers shall document the injury or alleged injury in the report of the incident.

308.2

The offense/incident report will include a detailed description of the events leading to the necessity for the use of required action, the amount and type of action used, the nature and extent of injuries and treatment rendered to officers and subjects, the identity of combatants, officers involved, witnesses and medical personnel involved, and any additional pertinent information.

308.3

If an officer is unable to write the report, the on-duty supervisor will ensure the necessary report is properly prepared and forwarded.

308.4

In all instances where deadly force is used or the discharge of a firearm occurs (other than in training or for recreational purposes) officers shall immediately notify their supervisor or the next available supervisor in the chain of command.

SUPERVISORY RESPONSIBILITIES

308.5

In all instances where deadly force is used the supervisor will immediately notify the Internal Affairs Unit and the chain of command.

308.6

Supervisors will ensure that a written report is submitted in all instances where a firearm is discharged (other than in training or for recreational purposes).

DEPARTMENTAL RESPONSE

308.7

The department shall conduct both a criminal and an administrative investigation of a deadly force incident.

308.8

All reported uses of force shall be reviewed by the officer's supervisor and forwarded to the Chief. The Chief shall have the discretion to forward the report to the Internal Affairs Unit to determine whether:

- 1.** Departmental policies, rules, or procedures were violated.
- 2.** The relevant policy was clearly understandable and effective to cover the situation.
- 3.** Department training standards were effective and current.

308.9

All findings of policy violations or training inadequacies shall be reported to the Chief for resolution and/or discipline.

ALBUQUERQUE PUBLIC SCHOOLS POLICE DEPARTMENT

USE OF FORCE

(2 - Hour Block)
Revised: April 18, 2016

INTRODUCTION

- The purpose of this class is to provide the trainees with an overview in the area of USE OF FORCE.
- The legal responsibilities of a Campus Service Aide (CSA) and the constitutional rights of the students will be discussed.

PERFORMANCE OBJECTIVES

Upon completion of this class the students will be able to:

- Identify the 5 circumstances under which Campus Service Aides legally may use force.
- Identify factors considered in court when deciding whether force was used legally.
- Identify the tools of control for the CSA.
- Identify the 3 vital areas of the human body.
- Identify the 4 elements of Non-Deadly Force.
- Identify the 5 keys to compliance.

USE OF FORCE PRESENTATION

- No one doubts that the possibility for the need to use force within the public schools may occur.
- You may be thinking “How much Force can I use?”
- “When can I use force?”
- “Will the department back me up?”
- “What type of equipment will I be issued?”

USE OF FORCE

Continued

- IF NECESSARY, FORCE MAY BE USED AS A TOOL FOR CONTROL
- The goals of the Law Enforcement and Security staff is to maintain safe, secure, and orderly environments within the Albuquerque Public Schools through voluntary compliance.

Discussion:

- How often do you think you would use force?
- (Once a week, Once a Month, Every day)

8TH AMENDMENT

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

USE OF FORCE

Continued

In use of force cases, the courts have stepped in and are deciding whether force was legitimately and properly used or whether it was so excessive as to violate students' constitutional rights.

USE OF FORCE

Continued

Therefore, everyone needs to know what will be seen as Appropriate Force and what will be seen as:

EXCESSIVE USE OF FORCE

USE OF FORCE

Continued

- The Albuquerque Public Schools Police Department (APS PD) strongly discourages the use of force.!

USE OF FORCE

Continued

AS PER THE COURT SYSTEM:

FORCE THAT IS LEGALLY PERMISSIBLE IS:

FORCE THAT IS REASONABLE
AND NECESSARY AT THE TIME
OF THE INCIDENT.

USE OF FORCE

Continued

- However, when confronted with a situation where you have determined that the use of force is necessary, the force used must be “objectively reasonable” .

USE OF FORCE

Objectively Reasonable

Objectively Reasonable: This term means that, in determining the necessity for force and the appropriate level of force, CSAs shall evaluate each situation in light of the known circumstances, including, but not limited to, the seriousness of the incident, the level of threat or resistance presented by the subject, and the danger to the school community.

APSPD POLICY

Deadly Force: Any use of force that is reasonably likely to cause death, is intended to cause great bodily harm, or a reasonable and prudent person would consider likely to cause great bodily harm. The use of a firearm shall always be considered to be the use of deadly force.

USE OF FORCE

Continued

When force is used to maintain order, if it appears that order could have been maintained in a particular situation through something less than the use of force, then the force will be seen as inappropriate.

USE OF FORCE

Continued

**FORCE CANNOT BE USED
MINUTES OR HOURS AFTER
THE INCIDENT. THE NEED
MUST BE IMMEDIATE.**

USE OF FORCE

Continued

**FORCE CANNOT UNDER ANY
CIRCUMSTANCES BE USED FOR
THE PURPOSE OF:**

PUNISHMENT

USE OF FORCE

Continued

A Campus Service Aide (CSA) will be held accountable for using greater force than the emergency demands.

USE OF FORCE

Continued

- THE AUTHORITY TO USE FORCE HAS BEEN GRANTED TO LAW ENFORCEMENT OFFICERS AND SECURITY STAFF THROUGH LAW.
- We must protect this authority from Abuse.

USE OF FORCE

Continued

**A CSA HAS THE AUTHORITY
TO USE FORCE WHEN
HANDLING STUDENTS
UNDER THE FOLLOWING
CIRCUMSTANCES:**

USE OF FORCE

Continued

- SELF DEFENSE
- DEFENSE OF ANOTHER
(STAFF OR STUDENT)
- TO PROTECT SOMEONE FROM HARMING
THEMSELF
- TO MAINTAIN ORDER AND ENFORCE
SCHOOL RULES/REGULATIONS
(For example: Fighting)
- TO PROTECT PROPERTY AND/OR PREVENT
CRIMINAL ACTS

USE OF FORCE

Continued

AMONG THE FACTORS WHICH A COURT
WILL LOOK TO IN DECIDING WHETHER THE
FORCE USED WAS SO EXCESSIVE AS TO
VIOLATE A STUDENT'S CONSTITUTIONAL
RIGHTS ARE:

USE OF FORCE

Continued

- The need to use force.
- The relationship between the amount of force used and the need for using force?
- The extent of the injury inflicted.
- The Nature of the offense.
- The behavior of the student against whom the force was used.
- The action by third parties who may have been present.
- The physical odds against the CSA/Officer.
- The Feasibility and availability of alternative actions.

A QUESTION TO ASK YOURSELF

Was the force used applied in a "GOOD FAITH" effort to maintain appropriate order for the safety and security of the school and its staff/students, or was the force used maliciously and sadistically for the very purpose of causing harm.

USE OF FORCE

Continued

- Always present yourself as a professional and choose your words carefully.
- While on duty, perceive yourself as being on camera and conduct yourself in a way as to project professionalism to the audience.

USE OF FORCE

Continued

When using force, you must always be in the defensive mode. Never be on the offense or perceived as the aggressor.

USE OF FORCE

Continued

Avoid statements that make you out to be the aggressor:

- "Let's go one-on-one"
- "We sure gave him an attitude adjustment"
- "Do Not" brag or exaggerate the circumstances to a fellow staff member.

These statements may come back to haunt you in a court of law.

The jury will wonder if your actions may have been premeditated, excessive, or unjustified.

USE OF FORCE

Continued

AFTER A STUDENT IS RESTRAINED AND IS OFFERING NO FURTHER RESISTANCE OR THE SITUATION IS UNDER CONTROL, ALL FORCE ON THE PART OF THE CAMPUS SERVICE AIDE SHOULD CEASE.

USE OF FORCE

Continued

Once you gain control it is OVER.
If the student is restrained or is
subdued in a self-defense move,
refrain from any other action.

7 TOOLS FOR CONTROL LAW ENFORCEMENT OFFICERS

These are the tools of control for Law Enforcement Officers that are deemed necessary and permissible by the department, by the courts, and by the public.

- **PRESENCE**
- **VERBAL DIRECTION**
- **WEAPONLESS CONTROL TECHNIQUES
(PHYSICAL HANDLING)**
- **ELECTRICAL SHOCKING DEVICES**
- **CHEMICAL AGENTS**
(Oleoresin Capsicum "O.C." Spray)
- **IMPACT WEAPONS**
- **FIREARMS**

USE OF FORCE

Continued

- The Student/Offender - Initiates the action
(THEY ACT)
- The CSA - Must respond to the situation
(WE REACT)
- The student must escalate the act prior to the CSA escalating the amount of force used to control the situation.

USE OF FORCE

Continued

THE ONLY TOOL CONSIDERED TO BE
LETHAL OR DEADLY FORCE IS THAT OF
THE USE OF FIREARMS. ALL OTHER
TOOLS FOR CONTROL ARE CONSIDERED
TO BE NON-LETHAL OR THE USE OF
NON-DEADLY FORCE.

USE OF FORCE

Law Enforcement Officers

USE OF DEADLY FORCE

- The use of deadly force, though justifiable in certain circumstances, may lawfully be used only as a last resort.

Tools of Control for the CSA

- **PRESENCE**
- **VERBAL DIRECTION**
- **WEAPONLESS CONTROL TECHNIQUES
(PHYSICAL HANDLING)**
- **CHEMICAL AGENTS (Mace)**
(Oleoresin Capsicum "O.C." Spray)

PRESENCE

The mere presence of a person in uniform is often enough to stop or prevent most situations from escalating, and without saying a word can deter a crime or situation by the simple use of body language and gestures. At this level gestures should be non-threatening and professional. This “zero” level of force is always the best way to resolve any situation if possible.

VERBAL DIRECTION

- Used in combination with a visible presence, the use of the voice can usually achieve the desired results. Whether you instruct a person to, "Stop", "Don't Move", "Be quiet", "Listen to me", "Let me see your I.D.", or "You're Under Arrest". The content of the message is as important as your demeanor. It is always best to start out calm but firm and non-threatening. Your choice of words and intensity can be increased as necessary.

VERBAL DIRECTION

The right combination of words in conjunction with a CSA's/Officer's presence can de-escalate a tense situation and prevent the need for a physical altercation. Training and experience improves a person's ability to communicate effectively with everyone he/she comes in contact with.

WEAPONLESS CONTROL TECHNIQUES

(Physical Handling)

- Certain situations will arise where presence and verbal direction alone will not reduce the aggression of a student. If the student becomes physically aggressive, then a CSA/Officer will need to get involved physically. This is a level of control minus the aid of equipment or weapons. At this level minimal force may involve the use of bare hands to guide, hold, and restrain a student with minimal chance of injury. If the initial actions by the student escalates, then this level of use of force may also include kicks and/or other striking techniques as appropriate for self-defense purposes.

CHEMICAL AGENTS

(Oleoresin Capsicum "O.C. Spray)

- When the student is violent or threatening, more extreme, but non-lethal measures may be used to bring the person under control, or to affect an arrest. Before moving to this level of force, physical measures must have been tried and/or deemed inappropriate. Pepper spray results in considerable tearing of the eye, as well as temporary paralysis of the larynx, which causes subjects to lose their breath. However, some people are not affected by pepper spray at all.

USE OF FORCE

Continued

VITAL POINTS OF THE HUMAN BODY

- When a CSA uses less than lethal force, but more than presence or verbal direction, he or she is in the area of hands-on-control and/or chemical agents. (Oleoresin Capsicum "O.C. Spray")

USE OF FORCE

Continued

THE HUMAN BODY CAN BE
DIVIDED INTO THREE
CATEGORIES WITH REGARD
TO WEAPONLESS CONTROL
TECHNIQUES (PHYSICAL
HANDLING).

USE OF FORCE

Continued

NEVER STRIKE AREA:

Involves the front and back of the head and neck. Control potential is considered to be low with a high potential for permanent injury or death.

USE OF FORCE

Continued

AVOID STRIKE AREA:

Involves the front and back Torso, Spine, Kidneys, Chest, Abdomen and Groin. Control potential is low, injury potential is high.

USE OF FORCE

Continued

TARGET STRIKE AREA:

Involves the front and back of the limbs, arms, legs, and shoulder. Control potential is high, injury potential is low.

USE OF FORCE

Continued

- Injuries can, do, and will occur to students during physical confrontations with CSA's. If necessary, the CSA must **be prepared to RENDER FIRST AID** to a student he or she has used force on.
- You may go from using force on a student, to rendering first aid on that same student within a matter of seconds.

USE OF FORCE

Continued

CSA'S SHOULD RECOGNIZE THAT ALMOST ANY TIME FORCE IS USED LITIGATION IS POSSIBLE. BECAUSE AT THE LEAST, IT IS VERY PREDICTABLE THAT THE AFFECTED STUDENT AND HIS/HER PARENTS WILL CONTEND THE FORCE USED WAS EXCESSIVE.

USE OF FORCE

Continued

- When force has been used on a student, Medical professionals shall examine the student to determine the nature and extent of any injuries.

USE OF FORCE

Continued

PROMPT EXAMINATION CAN AVOID LITIGATION WHICH ALLEGES THAT INJURIES WERE NEGLECTED AND IS ALSO EXCELLENT EVIDENCE INDICATING THE EXACT NATURE OF ANY INJURIES WHICH THE STUDENT IN FACT SUSTAINED.

USE OF FORCE

Continued

Failure to have the student examined by medical personnel opens the possibility for the student and his/her parents to later claim that they were seriously injured in a use of force situation. This puts the CSA and the agency (APSPD) at a tremendous disadvantage in rebutting the allegations because of the lack of evidence to indicate whether or not the student was in fact injured.

INCIDENT REPORTS:

- Are required to be written on all incidents where force was used by an APS PD employee and must be written on a State of New Mexico Supplemental Report form.
- The report shall be written so as to allow the reader to make a judgment as to whether the force used was **reasonable**.

INCIDENT REPORTS:

PER APS PD PROCEDURE 308.2

- The offense/incident report will include a detailed description of the events leading to the necessity for the use of required action, the amount and type of action used, the nature and extent of injuries and treatment rendered to officers and subjects, the identity of combatants, officers involved, witnesses and medical personnel involved, and any additional pertinent information.

STATE OF NEW MEXICO SUPPLEMENTAL REPORT

1

—

COM 119013 NR

THE UNIVERSITY OF CHICAGO

REPORT
ORIGINAL - VIC FILE 2 44-111-45 (VIC 100-5)

STATE OF NE
82260438 358316-VAIGIBO

8A 101 21878

1

1

1

STATS

1999

001-8769-2

07 JAN 80 PM 09 14

1212

JP 50

School

Bachelon

DAI NIPPON

11

10

101

YES	NO
-----	----

Figure 1

1

U
7
0

USE OF FORCE

Continued

Do not attempt to synchronize reports or watches. Everybody has different vantage points and different perceptions.

USE OF FORCE

Continued

- IF THE REPORT STATES THAT YOU USED FORCE IN DEFENSE OF YOURSELF, THE FOLLOWING ELEMENTS MUST BE PRESENT IN ORDER TO JUSTIFY YOUR ACTIONS.
- NOTE: (ALL OF THE FOLLOWING ELEMENTS MUST BE PRESENT AT THE SAME TIME).

THE FOUR ELEMENTS OF NON-DEADLY FORCE

ABILITY:

- DOES THE VIOLATOR/STUDENT POSSESS THE CAPACITY TO RESIST YOU OR A THIRD PARTY, OR CAUSE YOU OR A THIRD PARTY BODILY HARM?

THE FOUR ELEMENTS OF NON-DEADLY FORCE

OPPORTUNITY:

- DID THE AGGRESSOR HAVE THE OPPORTUNITY TO RESIST YOU OR A THIRD PARTY, OR TO CAUSE YOU OR A THIRD PARTY BODILY HARM?

THE FOUR ELEMENTS OF NON-DEADLY FORCE

JEOPARDY:

- HAD THE VIOLATOR/STUDENT PLACED YOU OR A THIRD PARTY IN JEOPARDY?
(Jeopardy can be defined as a hazard, a danger or a peril)

THE FOUR ELEMENTS OF NON-DEADLY FORCE

PRECLUSION:

- HAVE YOU REASONABLY EXHAUSTED ALL OF YOUR AVENUES OF RETREAT AT THAT TIME AND THAT PLACE?

(Preclusion is defined as: To make impossible, to prevent, impracticable).

(Avenues are defined as a means of access or approach).

USE OF FORCE

Continued

Rather than thinking of USING PHYSICAL FORCE against students to maintain control, think of yourself as ENFORCING RULES AND REGULATIONS THROUGH DOCUMENTATION.

USE OF FORCE

Continued

Generally Speaking:

- A CSA's job primarily consists of the elements of presence and verbal direction.
- However, your job may (at times) consist of actually using some type of physical force.

USE OF FORCE

Continued

YOUR GOAL AS A CAMPUS SERVICE AIDE IS TO:

- GENERATE VOLUNTARY COMPLIANCE

To get student offenders to do what they don't want to do, when they don't want to do it.

USE OF FORCE

Continued

- YOU NEED TO BE A CONTACT PROFESSIONAL:
- AN EFFECTIVE COMMUNICATOR:

USE OF FORCE

Continued

At times, you will be dealing with difficult and dangerous students who may be under the influence of not only DRUGS and ALCOHOL, but the influence of DEPRESSION, ANXIETY, LONLINESS, FEAR and MENTAL HEALTH as well.

REMEMBER:

- The student's problem is your problem, not just his/her problem.
- At times, you must think for the student when he/she cannot think for himself/herself.
- You must maintain an open, flexible and unbiased mind.

REMEMBER:

- Follow through on a problem; never pass the problem on to the next person. You will only cause problems for all.
- Never promise a student anything; always state that you will try to look into the matter or will contact someone who will follow through, such as a counselor, teacher, or supervisor.

USE OF FORCE

Continued

DO NOT REACT PERSONALLY TO SITUATIONS,
REACT PROFESSIONALLY. YOUR FEELINGS MUST
BE YOUR OWN, KEEP THEM TO YOURSELF.

USE OF FORCE

Continued

- Don't expect students to follow your logic.
- You Must follow their logic.
- Help when asked to if possible.

KEYS TO COMPLIANCE

**5 KEYS TO
GAINING
STUDENT
COMPLIANCE**

KEYS TO COMPLIANCE

EMPATHY:

Must be able to think like the student; strive to see the events as they see them.

KEYS TO COMPLIANCE

SET CONTEXT:

Tell the student what is expected of them, what is happening, and what is going to be done.

KEYS TO COMPLIANCE

STATE OPTIONS:

If you do not comply voluntarily you could be facing:

- * A Misdemeanor Referral,
- * Loss of Privileges,
- * Possible Arrest, etc.

KEYS TO COMPLIANCE

CONTACT:

- Physical intervention as appropriate to bring about compliance (involuntary)

KEYS TO COMPLIANCE

CONTROL:

Only that amount of force necessary to regain control of the situation should be used.

SUMMARY

Every CSA should determine the amount of force to be used in a particular situation.

**THE AMOUNT OF FORCE IS
DEFINED AS (ENOUGH TO
CONTROL THE SITUATION)**

SUMMARY

- But remember, only reasonable and necessary force shall be used in the follow circumstances to control students to prevent injury:
- **SELF DEFENSE**
- **DEFENSE OF ANOTHER
(STAFF OR STUDENT)**
- **TO PROTECT SOMEONE FROM HARMING
THEMSELF**
- **TO MAINTAIN ORDER AND ENFORCE SCHOOL
RULES/REGULATIONS**
(For example: Fighting)
- **TO PROTECT PROPERTY AND/OR PREVENT
CRIMINAL ACTS**

THE END

This concludes the presentation
on Use of Force.

Thank you for your attention!





ALBUQUERQUE PUBLIC SCHOOLS POLICE DEPARTMENT “CRITICAL INCIDENTS”

(Revised: July 19, 2016)



ALBUQUERQUE PUBLIC SCHOOLS

MANAGING CRITICAL INCIDENTS AT SCHOOLS AND APS FACILITIES



UNIVERSAL EMERGENCY PROCEDURES FOR:

- LOCKDOWN
- ACTIVE SHOOTER
- SHELTER IN PLACE
- EVACUATION
- RELOCATION

GENERAL INSTRUCTIONS

- While we are all aware of the recent events that require schools to be prepared for a critical incident, these types of incidents are actually very rare.
- What is important to remember is that critical events can and do happen, and you need to be prepared to respond without panic.
- Our goal today is to prepare you to respond safely and efficiently to any crisis that might occur at your school, and to assist you in doing some advance planning to keep your school safe.

INCIDENT COMMAND

- Critical Incidents at APS facilities will be handled under the guidelines of the Incident Command System (ICS).
- Use of the ICS is required under Homeland Security Presidential Directive #5, otherwise known as the National Incident Management System (NIMS).
- Under the ICS system, the **school principal** will be the designated Incident Commander for incidents occurring at their school.

INCIDENT COMMAND

- Additional personnel: Police, Fire, PIO, etc, will assist the Incident Commander as necessary as the incident develops or as the situation returns to normal.
- The Incident Commander will work with the other emergency responders to develop a plan to manage the critical incident.
- School principals must be familiar with the Incident Command structure outlined in their Site Safety Plan.

PERSPECTIVE

- According to the United States Secret Service study on school shootings, the chances of being involved in a school shooting are approximately one in three million. However, there are several other types of external threats that have the ability to effect your campus and create a dangerous environment:
 - Domestic disputes,
 - Criminal activity in the area
 - Angry parents/custody disputes
 - Supervisor/Employee disputes
 - Persons under the influence of drugs or alcohol
 - Chemical spills

SAFETY PREPARATIONS

- Exterior entry doors should be kept locked at all times.
- The only doors left unlocked for visitor or public entry should be where they can be observed by school staff.
- If possible a single point of entry for the school should be identified and all visitors should be funneled into the school through that entry point.

SAFETY PREPARATIONS (con't)

- All staff members at the school should be alert for unusual events or circumstances that might require alerting the rest of the school to a dangerous situation.
- Staff members should be prepared (and should take steps if necessary) to alert the rest of the school if they observe a threat.
- If possible the school office should be notified first of potential threats, but calling 911 first may be the best option.

SAFETY PREPARDNESS (con't)

- Identification badges must be worn by staff members at all times.
- Visitors must pick up a visitor pass from the front office before going anywhere on campus.
- Staff members observing an unidentified person on campus without a visitors pass should inform them that they need to return to the front office for a badge, and then ensure that they return to the office.

SAFETY PREPARDNESS

- IDENTIFYING THREATS
- Be aware of students who are or who may become a threat to students and staff.
- Each school has a Threat Assessment Team who will determine the degree of the possible threat.
- Students who make threats, or who appear to be having a crisis in their lives that may make them at risk for displaying violence, must be referred to the Threat Assessment Team.
- Ensure that students who make threats of any nature are controlled until the Threat Assessment Team can be organized and are in control of the student.

SAFETY PREPARDNESS

CONCLUSION

- Everyone is part of the security process on campus.
- If an unlocked unsecured exterior door is observed make sure to close it.
- Be vigilant and aware of any visitors on campus.
- If something suspicious is observed, don't be afraid to report it.
- Know your students

ANNOUNCING A CRITICAL INCIDENT

- Announcements concerning lockdowns or other critical incidents should be made in plain English.
- Announcements over a PA system regarding critical incidents should be made only by someone who's voice will be recognized by the majority of school personnel.
- **NOTE:** School Administrators or a designee will make notification to parents through School Messenger. Other notifications will be made available on the APS website.
- For more information regarding the lockdown, parents may also call 311. This is the City of Albuquerque Community Information Center.

LOCKDOWNS

- A lockdown is an emergency procedure that may be activated by any site principal or designee in response to an incident that jeopardizes the safety of staff and/or students.
- The threat may be caused by an incident occurring at a school or by one occurring in the surrounding area.
- In many instances the school will be advised to go into a lockdown by local law enforcement.
- School Police may also call and advise you to lockdown your school.

TYPES OF THREATS REQUIRING A LOCKDOWN

- Active shooter
- Violent intruder
- Off campus threats

ACTIVE SHOOTER, ARMED INTRUDER

- **Active Shooter:** a person who is actively engaging students and/or staff with a firearm.
- An armed person on school grounds displaying a weapon.
- Drive by shooting: shooting from an occupied/moving vehicle into a target area.
- Hostage situation: detaining students or staff against their will by force or threats.
- Shots fired near the school from an undetermined source.
- Show by: driving by with the intent of a show of force, displaying a firearm but not firing it.
- Suicide attempt in process: the act of taking one's own life or threatening to do so.

Response to an Active Shooter

- Go into a lockdown immediately
- Have students and staff lie flat on the ground and keep as low as possible.
- Notify the principal's office or warn other teachers and staff if possible.
- Call 911 if a lockdown has not been announced
- Provide information on the location of the offender, the number of offenders, physical descriptions, and weapons if possible, to first responders.
- Report the number of injured or potential victims at your location.
- Provide first aid where necessary.

Response to Active Shooter

- Do not allow anyone seriously injured to move.
- Assist ambulatory injured parties to shelter.
- Stay with the injured until emergency services arrive.
- Take attendance report according to Student Accounting and Release procedures.

CRITICAL TASKS – ACTIVE SHOOTER

- In an event involving an active shooter, the Incident Commander or Principal must take the following steps:
- Announce a campus wide lockdown.
- Contact the school nurse and prepare for injuries.
- Do not allow anyone to leave the building or the area until the emergency is declared over by responding law enforcement.
- Have counselors available if students need help.
- Direct all new inquiries to the APS Public Information Officer.

OTHER THREATS

- **OFF CAMPUS THREATS**
- Police activity in the area such as:
 - A. A person barricaded in a nearby home.
 - B. Suspects at large in the neighborhood.
- Any developing event in the community that has the potential of impacting the safety of the school.

LOCKDOWN PROCEDURES

- Students must be cleared from the halls immediately and report to the nearest available classroom or room with a door that can be locked.
- Assist those needing special assistance.
- If possible a sweep of the nearby halls and bathrooms should be done to bring all students into a secure locked room.
- Any students outside the building must be directed into a safe lockable room.
- If students are outside, and the danger appears to be coming from inside the building, then the safest response may be to leave the campus

LOCKDOWN PROCEDURES

- Cover all room and door windows.
- Stay away from all doors and windows, and move students to the interior walls where they will be concealed from view.
- DO NOT TURN OFF LIGHTS.
- BE QUIET.
- Take attendance report according to Student Accounting and Release procedures.
- Wait for further instructions.
- Do not allow anyone to leave without an “all clear” signal.

LOCKDOWN PRACTICE REQUIREMENTS

- All Schools are required by the Public Education Department to have two critical incident practices (in addition to fire drills) each year.
- Principals should schedule drills both during regular class times and during passing periods or lunch.
- This will help staff understand the complications of getting everyone into a safe area in these different circumstances.

SHELTER IN PLACE

- To be used when the threat is for an event occurring off campus that does not pose the same degree of threat caused by a lockdown event.
- An event that begins as a lockdown, may be changed into a shelter in place once a determination has been made of what kind of threat is imminent.

SHELTER IN PLACE

- BEFORE GOING INTO A SHELTER IN PLACE, THE FOLLOWING CONDITIONS MUST EXIST:
- The law enforcement agency handling the emergency must declare that there is no longer a threat to the school.
- The reduction in threat must be verified through APSPD Command staff.

SHELTER IN PLACE

- The associate superintendent must be apprised of the change, and a consensus must be reached between them, the principal, the APSPD officer on the scene, and APSPD command staff that the lockdown should be changed to a shelter in place.

SHELTER IN PLACE

• TYPES OF THREATS

- Police activity in the area that does not cause a direct threat to the school.
- Fire or other emergency activity in the area that does not threaten the campus, but may be a threat for persons traveling in the immediate area.
- Gas leak or smoke from an external source that does not require an evacuation.
- Any other natural external hazard.

SHELTER IN PLACE ACTIONS

- Students and staff are cleared from the halls immediately and are moved to the nearest available classroom or secure location.
- Assist those needing special assistance.

SHELTER IN PLACE ACTIONS

- ☐ All outdoor activities are cancelled.
- ☐ Exterior doors must be closed and locked.
- ☐ Students are moved to interior classrooms.
- ☐ Inside activities continue – while remaining alert for changes.
- ☐ Children may be escorted back and forth to the bathroom.
- ☐ In the event of a gas leak or smoke, windows and doors should be sealed as tightly as possible. Turn off outside ventilation. If contaminated air is noticed inform the office.

SHELTER IN PLACE ACTIONS (con't)

- Take attendance report according to student Accounting and Release procedures.
- Students may not leave the classrooms unescorted.
- Stay away from all doors and windows.
- Wait for further instructions.
- No one will be allowed to leave until an “**all clear**” signal is given.

EVACUATION

- An evacuation should be used when remaining inside the building poses more of a threat than leaving the building and relocating to an alternative site.

EVACUATION THREATS

- For a gas leak or fire in the building.
- When a gas leak or fire in the nearby vicinity makes remaining in the building an unsafe option.
- When a threat to the campus is contained in a particular area, and the rest of the campus needs to be evacuated away from the threat.
- In the event of a bomb threat and a determination is made that an evacuation is necessary.
- When directed by fire or police personnel.

EVACUATION ACTIONS

- An announcement to evacuate should be made, and a call made to 911.
- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous).
- Take roll book for student accounting.
- Take classroom incident response kit.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.

EVACUATION ACTIONS (con't)

- CLOSE, BUT DO NOT LOCK DOORS.
- Go to designated Assembly Area, be prepared to make adjustments as necessary to avoid hazards. (gas, smoke)
- Students should be closely supervised as they move to the evacuation site.
- Check for injuries.
- Take attendance report according to Student Accounting and Release procedures.
- Continue to supervise and monitor students and wait for further instructions.

RELOCATION PLANS

Used to move students and staff off campus and away from a dangerous situation.

If a directive to relocate certain students is given:

- The principal, designee, or public safety officials will inform staff and students that they will be evacuating from the building and relocating to a designated safe location.

RELOCATION ACTIONS

- Remain calm, listen and follow directions.
- Close, but do not lock doors.
- Leave the facility along assigned routes to the designated safe areas.
- Keep students under control and direct them as necessary.

RELOCATION ACTIONS

- Take classroom incident response kit and roll book.
- Account for all students and staff.
- Check for injuries.
- Take attendance report according to Student Accounting and Release procedures.
- Wait for further instructions.

RETURNING TO NORMAL OPERATIONS

- Returning to normal operations should only be done on the advice of onsite law enforcement officers.
- The principal or designee should make the announcement to return to normal operations.
- Teachers and staff must be informed that a return to normal operations will be only at the direction of the principal or designee.

EVACUATION OF STUDENTS FOLLOWING A CRITICAL INCIDENT

- In the event of a criminal act on a school campus in which students or staff members become the victim of an armed intruder, the following steps must be followed to preserve the crime scene and allow for the orderly reuniting of students and parents:
- 1. A **Family Reunification Site** a safe distance from the campus must be designated for student pickup.
- 2. Students must be escorted from the campus in an orderly manner at the direction of law enforcement.
- 3. Administrative staff must have remote access to student records to ensure that students are released to an appropriate parent or guardian.

FAMILY REUNIFICATION SITE

- 4. Staff members must keep as accurate an accounting of students under their care as possible during the evacuation and movement to the family reunification site.
- 5. Staff members must stay with the students they are responsible for until they are reunited with parents or guardians.
- 6. Staff members must not leave the Family Reunification Site until cleared by law enforcement.
- 7. Staff members will not be allowed to return to the campus, or crime scene, until final clearance by law enforcement.

SITE SAFETY PLANS

- Crisis response should be made according to your individual School Site Safety Plan.
- Written procedures are in place and should be followed. Site safety plans normally have instructions for each specific school. These should include:
 - Authority and process to declare a lockdown or announce any other critical incident.
 - Specific information on evacuation plans and evacuation sites for your specific school.

PRINCIPALS RESPONSIBILITIES

- **Principals are responsible for:**
- Making sure that staff are properly informed and trained in how to respond to a crisis.
- Keep staff apprised of changes during the response to a critical incident.
- Stay in contact with local law enforcement during the course of a critical incident.
- Keep a critical incident kit in the office in preparation for emergencies.
- Having the required practices on correct response to critical incidents as directed by district polices and state law.
- Making sure that emergency plans are posted appropriately and available when needed.

DEFENSIVE ACTIONS

- Once a lockdown has been initiated, the situation may change depending on the actions of the offender.
- Staff and students must be prepared to adjust or change their response if necessary in order to escape or evade the attacker.
- We encourage teachers and staff to identify potential escape routes, and make a plan on how they could be used.

COURSE OF ACTION!!!

- **RUN** – If your safe area is invaded by the offender, or if you think they are about to enter:
 - 1. Evacuate the facility if it is safe to do so
 - 2. leave behind personal belongings
 - 3. Visualize an escape route
 - 4. Help others to escape if possible, don't delay if they don't want to leave
 - 5. Notify emergency responders as soon as possible about your location
 - 6. monitor and control the movements of students as much as possible

COURSE OF ACTION!!!

- **HIDE** – If your safe areas is compromised, attempt to find another safe place to hide if you cannot leave the building.
- 1. Assist others in finding a place to hide
- 2. Barricade the doors to prevent entry
- 3. Remain silent
- If students and staff do escape from a room or building, school staff must continue to monitor and direct the students actions.

COURSE OF ACTION!!!

- **FIGHT** - Deciding whether or not to attempt an attack on an offender is a personal choice. It should only be made as a last resort in an attempt to disarm or overcome the attacker.
- 1. Use aggressive force
- 2. Use any available object as a defensive tool
- 3. Act as a group to overwhelm the offender
- 4. Be committed to the action

COURSE OF ACTION!!!

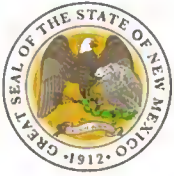
- District policy does not encourage or discourage employees from taking defensive actions, it is a personal choice.
- APS employees who wish to take training in defensive tactics may do so at their own discretion.
- APS employees will not be required to take defensive tactics training.

CONSIDER YOUR OPTIONS

- All options to survive an attack should be considered
- Your ability to respond quickly to an event is critical to your survival
- In studies of school shootings, it has been determined that using several different options has enabled victims to survive as opposed to just using a traditional lockdown strategy.

CONCLUSION

- Don't be paranoid, be vigilant and be prepared.
- Know your options to **RUN, HIDE, FIGHT!**
- Be familiar with your schools site safety plan, safety preparations, and the correct response to critical incidents.
- Practice your critical incident response tactics! Practice! Practice!
- Questions?



NEW MEXICO DEPARTMENT OF PUBLIC SAFETY

POST OFFICE BOX 1628 • SANTA FE, NEW MEXICO 87504-1628



SUSANA MARTINEZ
GOVERNOR

GREGORY J. FOURATT
CABINET SECRETARY

OFFICE OF THE SECRETARY
505/ 827-3370

MOTOR TRANSPORTATION POLICE
505/ 476-2457

SPECIAL INVESTIGATIONS
505/ 841-8053

PETE N. KASSETAS
CHIEF/ DEPUTY SECRETARY
LAW ENFORCEMENT OPERATIONS

OFFICE OF THE CHIEF
NEW MEXICO STATE POLICE
505/ 827-9219

ADMINISTRATIVE SERVICES
505/ 827-3332

TECHNICAL SUPPORT
505/ 827-3352

SCOTT WEAVER
DEPUTY SECRETARY
STATEWIDE LAW ENFORCEMENT
SERVICES AND SUPPORT

OFFICE OF THE DEPUTY SECRETARY
505/ 827-9102

INFORMATION TECHNOLOGY
505/ 827-3413

TRAINING AND RECRUITING
505/ 827-9252

2/1/2017

Mr. Henry L. Wong Jr.
Albuquerque Public Schools Police Dept.
PO Box 25704
Albuquerque, NM 87125

Dear Mr. Wong:

I have received your request for course accreditation. The course has met the Department of Public Safety Training Center's guidelines for accreditation. Course accreditation is valid for (2) years.

Response to Active Threat (Shooter) Training
NM16151F Expires: 2-18-18

Please distribute a certificate to each student with the DPS accreditation number, for future advanced career level certification.

Sincerely,

Frank Ortiz III
Chief, Advanced Training Bureau
New Mexico Law Enforcement Academy



CALEA
ACCREDITED LAW ENFORCEMENT AGENCY

New Mexico Department of Public Safety
Training Center
4491 Cerrillos Road, Santa Fe, NM 87507
<http://nmlea.dps.state.nm.us/>
(505) 827-9251 (877) 237-7532 (NM Only)
Fax: (505) 827-3449

REQUEST FOR COURSE ACCREDITATION

All courses must receive approval prior to instruction

Note: All courses must be renewed every 2 years

Please type or print all information

Course Title	Response to Active Threat (Shooter) Training		
Requested By	Albuquerque Public Schools Police Department		
	Department or Agency		
Mailing Address	P.O. Box 25704		
	Street or PO Box		
	Albuquerque	New Mexico	87125
	City	State	Zip
Contact Person	Officer Henry L. Wong Jr.	Telephone	505-980-8583
Contact Email:	Henry.Wongjr@aps.edu		
Instructor Name(s)	Henry L. Wong Jr.	David Archibeque	
Total Course Hours	8 Hours	Number of Students	10

- ☒ 1. Resume of all instructors. The resume should indicate the specific background and courses taught relating to this specific course of instruction. A current DPS Instructor Certificate may be submitted in lieu of the resume as long as the certification is for the subject matter taught.
- ☒ 2. Course curriculum (lesson plan). The complete body of the presentation, and supporting material
- ☒ 3. Course Syllabus/Outline of schedule with dates and times of each course/session.
- ☒ 4. Instructor and course evaluation instrument. The form or other method the students use to evaluate the course and the instructor.
- ☒ 5. Testing instrument (If any). How the instructor measures student performance. In most cases, this will be a written test, but in some skills courses, it may be a practical exercise, demonstration of proficiency, or both.

Note: As of July 01, 2015, the New Mexico Law Enforcement Academy has enacted a course accreditation application fee of \$50.00 per course for all private or corporate entities submitting applications for course accreditation. Please include a check or money order payable to the New Mexico Law Enforcement Academy for the total amount when submitting your application request.

Form LEA-86-A (Course Accreditation Roster) must be submitted to the DPS Training & Recruiting Division within 30 days from the date the course is completed for DPS student course credit.

DPS Training Use Only

Processed By:	Course Accreditation#:	Accreditation Dates:
	Previous Course Accreditation	____/____/____ to
	Number (if any):	____/____/____.

**Albuquerque Public Schools Police Department
Course Syllabus**

- I. **TITLE OF COURSE:** - Response to Active Threat (Shooter)
- II. **COURSE DESCRIPTION:** 8 hour block of instruction; includes lecture, demonstration, student participation and scenario based practicums. The course is designed to fulfill the needs of Law Enforcement Officers (LEO's) who would be responding to an Active Threat incident, whether in a school setting or otherwise. The class will focus on the techniques for a single officer response. The actual scenario based practicums will be a major component of the course.
- III. **COURSE OUTCOMES:** At the completion of this course, LEO's should demonstrate an understanding of the importance of a single officer rapid response to an Active Threat. They should be able to apply and demonstrate the response techniques needed to respond to such threats, including:

- A. Traditional v. Non-Traditional response.
- B. Safe weapon handling – Position SUL
- C. Static and Dynamic Situations
- D. Limited Penetration tactics
- E. Approach to corner and center feed rooms (45%/90%/90%)
- F. L.I.C.E. – Locate, Isolate, Contain, and/or Eliminate
- G. After Action technique – TWA conditions (Threat, Weapon, Area)
- H. Contact Team Concepts
- I. Use of Force – (APS Policy)
- J. Improvised Explosive Devices
- K. Communications
- L. APS Lockdown policy and FEMA “Run, Hide, Fight”

IV. **COURSE OUTLINE:**

- A. History of Mass Killings, School and Workplace Violence
- B. Active Threat, Hostage and Barricade situations.
- C. Safe Weapon Handling (Position SUL)
- D. Traditional and Non-Traditional Responses
- E. Rapid Response Tactics (limited penetration, angle approach, LICE and TWA's)
- F. Use of Force (APS policies)
- G. Communications
- H. Contact Team Concepts
- I. Improvised Explosive Devices
- J. Rescue Team Concepts
- K. APS Lockdown Policy and FEMA “Run, Hide Fight” concept

E. **INSTRUCTIONAL METHODS:**

- A. Lecture/discussion
- B. Demonstration, Student Practical

VI. **INSTRUCTIONAL AND RESOURCE MATERIALS:**

A. Powerpoint Presentation

VII. **METHODS OF ASSESSMENT:** Scenario Based Practicum exercises and testing.

ALBUQUERQUE PUBLIC SCHOOLS POLICE DEPARTMENT
ACTIVE THREAT (SHOOTER) SCENARIOS

Scenario # 1 – Officer is briefed an active shooter is in the school and has killed or injured victims. Officer advances clearing hallway and rooms with limited penetration and approach tactics. Officer encounters role players running down hallway screaming “He’s shooting and is going to kill us”. Officer continues to advance down hallway, hears gun shots and encounters shooter in classroom pointing gun towards unknown victim(s) yelling “shut up”.

(goal – to advance hallway and clear hallway and rooms. Make a quick assessment and to stop the shooters actions. To use LICE and TWA techniques. To be able to articulate probable cause and justification of actions.)

Scenario # 2 – Officer is briefed an active shooter is in the school. Upon entry no stimulus. Conduct systematic search with limited penetration tactics and approach tactics. As officer is conducting search, hears gun shots. Shooter runs out of classroom and engages officer.

(goal - to advance hallway and clear hallway and rooms. Make a quick assessment and to stop the shooters actions. To use LICE and TWA techniques. To be able to articulate probable cause and justification of actions.)

Scenario # 3 PRACTIAUM TEST OUT – Officer is briefed an armed threat has been seen walking around the school. Upon arrival officer briefed that threat has entered the school and is given point of entry. Officer enters and begins systematic search of hallway and rooms. As officer conducts search, hears gun shots. Officer encounters first active shooter in classroom. Shooter points weapon towards officer. After encounter, during TWA’s second active shooter runs out of second classroom towards officer.

(goal – to make safe entry into building, clear hallway and rooms. Make assessment and to stop the shooters actions. To use LICE and TWA techniques. To be able to articulate probable cause and justification of actions.)

Response to Active Threat (Shooter)

Instructor Guide

Response to Active Threat (Shooter)

Instructor(s) Introduction –

Notes:

COURSE TITLE: Response to Active Threat (Shooter)

INSTRUCTIONAL GOALS:

1. To aid First Responding Law Enforcement Officers, in their ability to safely and effectively respond to an active threat (shooting) situation.
2. To utilize response tactics which increase LEO's and the public's safety while containing and or eliminating the threat.
3. To improve our initial actions that will increase the level of effectiveness of the overall response.

INSTRUCTIONAL OBJECTIVES:

1. History of Mass Killings / School and Workplace Incidents
2. Explain Active Threat Considerations (Active vs. Hostage/Barricade)
3. Dangers faced by First Responder (LEO's)
4. Initial response by First Responder (LEO's) / Rapid Response
5. Traditional vs. Non-Traditional Response
6. Non Traditional Response tactics / Limited Penetration tactics
7. Locate, Isolate, Contain and or Eliminate (L.I.C.E.)
8. After Action – TWA's (Threat / Weapon / Area)
9. Contact Team Concepts (4, 3, 2 person)
10. Use of Force (APS Standard Operating Procedures)
11. Static vs. Dynamic Situations
12. Improvised Explosive Device Awareness

ADDITIONAL INSTRUCTOR NOTES

13. Communications / Outside Agencies

14. Explain Homeland Security Run / Hide / Fight – APS
Lockdown policy

15. Demonstrate response and limited penetration tactics

16. Rescue Team responsibilities / concepts

INSTRUCTIONAL METHODS:

Lecture, PowerPoint presentation, visual/audio aides,
discussion, classroom participation, scenario based role playing
practicum.

HANDOUTS:

None

COURSE DURATION:

8 Hours

CURRICULUM REFERENCES:

US Department of Homeland Security Active (Shooter) Threat
Response Instructor Training Manual, Bernalillo County Rapid
Response to Active Shooter PowerPoint, Active Shooter
PowerPoint – Sergeant Gabe Cebada, Pueblo of Sandia Police
Dept.

SAFETY CONSIDERATION:

Scenario Based Role Practicums; Eye Protection (Safety
Goggles or Glasses), Long Sleeve Shirt, Safety Vest, Head
Protection (Base Ball Cap)

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED:

Computer, Audio/Visual Aids, Screen, Airsoft Weapons (Green
Gas / CO2), Training Weapons, Starter Pistol, Safety Vests,
Training IED's, Role Players, Monitors

TARGET AUDIENCE:

Law Enforcement Officers

COURSE PREREQUISITES:

None

INSTRUCTOR CERT.:

Active Threat (Shooter) Instructor, Firearms Instructor

ADDITIONAL INSTRUCTOR NOTES

INSTRUCTOR RATIO: 1 / 5

EVALUATION STRATEGY: Scenario Based Practicum

AUTHOR & ORIGINATION DATE: Henry L. Wong Jr. (Officer), Albuquerque Public Schools
Police Department / January 28, 2016

REVISION / REVIEW DATE(S):

REVISED / REVIEWED BY:

COURSE OUTLINE:

1. INTRODUCTION

- A. Since 1966 there has been documented Active Threat (Shooter) events throughout the United States, in school settings, workplace settings and mall settings. Based on those events Law Enforcement agencies have developed tactical response to those events. This course was designed to provide First Responding Law Enforcement Officers a swift and immediate option to an on-going, life threatening event, where a delayed response could result in death or great bodily injury to innocent persons.
- B. The course will explain considerations to an Active Threat as well as to hostage and barricade situations. As well as Traditional and Non-Traditional response tactics.
- C. The rapid and immediate response tactics discussed and demonstrated in this course will provide the Law Enforcement Officers tactics that will aid in their ability to safely and effectively respond to an Active Threat event and to improve the initial actions and increase the level of effectiveness of the entire event.
- D. The rapid and immediate response tactics covered during this course will define response tactics, limited penetration tactics, dynamic and static situations, active indicators, L.I.C.E. (Locate, Isolate, Contain and/or Eliminate), and TWA's (Threat condition, Weapon condition, Area condition).
- E. Course will cover Use of Force Policy as defined by Albuquerque Public Schools Police Departmental SOP (section 307.0 – 308.9)

ADDITIONAL INSTRUCTOR NOTES

1. "It is the policy of the Albuquerque Public Schools Police Department that all sworn personnel shall use only that force which is reasonably necessary to protect the sanctity of human life, preserve and protect individual liberties, and to affect lawful objectives. All sworn personnel will act in good faith in the exercise of force. The options can range from a continuum of verbal persuasion to deadly force. In vesting sworn personnel with the lawful authority to use force to protect welfare, a careful balancing of all human interests is required".
 2. Deadly Force – 307.6 – "The authorized tools that are available to an officer are intended to be used as defensive instruments to prevent an assailant from completing a potentially deadly act".
 3. Deadly Force – 307.7 – "A firearm is discharged with the primary intent to stop or incapacitate. To ensure maximum stopping effectiveness and minimal danger to innocent bystanders and non-participants, the officer should shoot at "center body mass" when discharging a firearm.
 4. Deadly Force – 307.8 – "In the performance of duty, officers are authorized to use deadly force, by any means, in order to:
 1. Protect the officer or others from what is reasonably believed to be an immediate threat of death or serious physical injury.
 2. Prevent the escape of, or to effect the apprehension of a fleeing felon where there is reason to believe the suspect poses a significant threat of death or serious injury to human life should escape occur.
 5. Deadly Force – 307.9 – "To provide guidelines for an appropriate interpretation of a fleeing felon who would pose a significant threat of death or serious injury, the following is provided."
 1. Suspect is armed and dangerous.
 2. The suspect was armed and dangerous during the commission of a previously committed felony or the felony resulted in death or serious injury.
 6. Deadly Force – 307.10 – "Where feasible, some warning should be given prior to engaging in the use of deadly force".
 7. Deadly Force – 307.11 – "If an officer is the victim of an assault which might cause death or serious injury, he is not required to retreat, but may stand his ground and defend himself even to the point that deadly force is required, if the force used would prevent death or serious injury. The rule of self-defense is applicable, regardless of the age or sex of the assailant.
- F. Course will cover communication within the APS Police Department and with assisting LE agencies.
- G. Course will cover team concepts (four (4) person tactics, three (3) person tactics, two (2) person tactics).

ADDITIONAL INSTRUCTOR NOTES

-
- H. Course will cover single officer response tactics.
 - 1. Movement - Natural movement, use middle of hallway, SUL weapon position.
 - 2. Approach to doorway – 45 degree, 90 degree, 90 degree.
 - 3. Limited penetration into room, quick visual search, entry only if necessary.
 - 4. “T” intersections – stop at edge of intersection, no presentation of weapon, use peripheral vision to check/clear area, 90 degree check.
 - 5. Static search – search of area, hallways, etc. No active stimulus.
 - 6. Dynamic search – quick response to location of active stimulus (Blood/Bodies/Bullets), quick peek search when passing doors/rooms.
 - 7. Engaging threat – Locate, Isolate, Contain and /or Eliminate (L.I.C.E.)
 - 8. After Action – Posting in exterior hallway able to see threat, High / Low posting, Threat / Weapon / Area (TWA's)
 - I. Improvised Explosive Devices IED's – Visually identify, Do not Touch, Location,
 - J. Rescue Team Response – Once area is secured four person team for rescue response.
 - K. FEMA concept for civilians – Run / Hide / Fight, APS Lockdown policies.

ADDITIONAL INSTRUCTOR NOTES

COURSE CONTENT:

DEFINITIONS: Active Threat (Shooter) – Suspect(s) actively engaged in activity that is immediately causing or threatening to cause death or great bodily injury to others.

The incident location will contain a large number of victims and is not contained.

Incident is active / ongoing upon arrival of law enforcement.

Immediate Response/Deployment – The swift and immediate deployment of law enforcement resources to on-going, life threatening situations where a delayed deployment could otherwise result in death or great bodily injury to innocent persons.

Static Situation – The situation is not evolving or in motion, suspects actions appear to be contained.

Dynamic Situation – The situation is evolving very rapidly along with the suspect's actions – shooting and moving.

Time Line of Violence – The period of time from the suspects first violent action until their action is stopped or they transition to another activity.

Incident Transition – The point in the incident where the “active shooter” stops their violent actions and tries to escape or barricades.

Active Indicators – Things that will lead you to the active shooter

- People Running
- Screaming
- Blood Trails
- Sounds of Gunshots
- Spent Shell Casings
- Smell of gun smoke

TWA's – Threat Condition – status

Weapon Condition – After threat has been neutralized officers conduct weapons check ensuring weapon is in battery.

Area Condition – scan for immediate unknown threats that may exist to the officer. One Plus Rule.

LEO Priorities –

- Lives of innocent bystanders
- Lives of the hostage(s)
- Lives of other LEO's
- Lives of the suspect(s)
- Neutralize the suspect(s)

ADDITIONAL INSTRUCTOR NOTES

ACTIVE THREAT (SHOOTER) HISTORY:

Documented 1966 through 2015. University of Texas 1966
San Bernardino, CA 2015. School settings, workplace settings,
Post Offices, Shopping Malls, Private Businesses etc.
not only in US Scotland, Germany, Russia.

TRADITIONAL VS. NON-TRADITIONAL RESPONSE

Traditional Response – first responding officers establish
perimeter, attempt to contain situation and wait for SWAT.

Non – Traditional Response – first responding officer(s) enter
Immediately; locate, isolate, contain, and or eliminate the
threat(s). Immediate Response tactics are not a substitute for
traditional response tactics to a barricaded suspect, suicidal
barricade or a hostage barricade incident.

Non –Traditional (Immediate) Response –

- NO TIME to obtain additional equipment
- NO TIME for detailed information
- NO TIME to wait for special equipment teams
(SWAT/SRT/Negotiators)
- NO TIME to establish a perimeter before acting

Why make entry – History has shown that aggressive action
by officers to these threats produce positive results. Studies
have shown that approximately 28% of active threats expect
a police confrontation (leaving 72% to the officers advantage)
Active threat phase lasts no more than 10 minutes.

SAFETY AND EFFICANCY – Speed, Surprise, Violence of Action

Move as fast as you can process

Target Discrimination (see fast, shoot fast)

Communicate, Coordinate, Communicate

Be aware of potential crossfire

Maintain areas of responsibility

One person commands the response team

POSITION SUL WEAPON TECHNIQUE – Developed by Max Joseph and

Alan Bronsnan. “Ready Position” that ensures team
safety and handgun retention. Muzzle pointed in a
“south” down position.

LOCATE, ISOLATE, CONTAIN AND/OR ELIMINATE – L. I. C. E.

AFTER ACTION TWA'S - Threat condition, Weapon condition, Area Condition

ADDITIONAL INSTRUCTOR NOTES

STATIC AND DYNAMIC SITUATION – Static, the situation is not evolving or in motion. The suspect appears to be contained.
Dynamic, the situation is evolving very rapidly along with the suspect's actions.

USE OF FORCE – As Per Departmental Policy and Procedures.
(For APS Police Department cover Deadly Force Policy Section 307.0 – 308.9). Use of Force Continuum
Reasonable Officer Standard

"Graham v. Connor 490 U.S. 386 (1989) was a United States Supreme Court case where the Court determined that an objective reasonableness **standard** should apply to a free citizen's claim that law enforcement officials **used** excessive **force** in the course of making an arrest, investigatory stop, or other "seizure" of his person."

"***Tennessee v. Garner***, 471 U.S. 1 (1985)^[1], was a case in which the Supreme Court of the United States held that, under the Fourth Amendment, when a law enforcement officer is pursuing a fleeing suspect, he or she may not use deadly force to prevent escape unless "the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others."

SINGLE OFFICER APPROACH:

CORNER FEED ROOM – Approach to door from "A" post at 45% angle, approach clears center of room, then picks up remainder in 45 % increments. Officer acquires 90% position on first corner "A" post clears first corner on "A" post. Without breaking the threshold of door, officer acquires second 90% and clears the HARD corner of "B" post of the door.

CENTER FEED ROOM – Approach to door from "A" post at 45% angle clears field of view, picks up remainder in 45% increments. Officer acquires 90 % position on "A" posts, clears center. WITHOUT breaking the threshold of door, officer scans both HARD corners from center of door.

ADDITIONAL INSTRUCTOR NOTES

LIMITED PENETRATION – No full search of rooms unless active situation.
Does not allow to give up area already cleared.

“T” INTERSECTIONS – Approach to center of intersection. No presentation of weapon. Use peripheral vision first to check for possible threat. Then 90° angle to clear corners.

COMMUNICATIONS – Problems; Compatibility with other agencies, signal interference and overload, personnel without radios and NOISE. Advise of location, suspect description, potential IED's, plan for school operator to limit overload.

OFFICER SENSORY – Stay focused, clear verbal commands, auditory overload. Tunnel vision move only as fast as you can process.

FEMA / APS LOCKDOWN – FEMA (Run/Hide/Fight) APS Lockdown policy.

REVIEW OF TEAM CONCEPTS – Four, Three and Two person contact teams. No “diamond” formation. Rear position walks forward, continues to check rear.

RESCUE TEAM CONCEPTS – Minimum of four personnel. Follow behind contact team. Work at direction of contact team and Incident commander. Responsibility to evacuate injured and non injured. Responsible for triage and treatment of victims. Rescue team be prepared to immediately become contact team.

COURSE AUDIT

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

COURSE AUDIT (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐

Alternative curriculum was taught.

Accreditation number of alternative curriculum:

SIGNATURE

DATE

Primary Instructor

Reviewed by Program Coordinator

Reviewed by Bureau Chief

Reviewed by LEA Director or Designee

The United States of America



Department of Homeland Security
Federal Law Enforcement Training Center

By virtue of the authority vested therein, the Faculty hereby confers upon

Henry L. Wong Jr.

the honor of this

Certificate of Training

ACTIVE SHOOTER THREAT INSTRUCTOR TRAINING PROGRAM
A-ASTIP - 304

June 24, 2013 - June 28, 2013

For successful completion of all theoretical and practical aspects of the training and examinations as set forth in the requirements for graduation from an advanced program, with all of the honors, rights, and privileges thereunto appertaining.

In testimony whereof, this diploma is awarded under the seal of the U. S. Department of Homeland Security at the Federal Law Enforcement Training Center, this *28th* day of *June*, 2013

Cynthia J. Atwood

Assistant Director
Centralized Training Management Directorate

STATE OF NEW MEXICO
Susana Martinez, Governor

DEPARTMENT OF PUBLIC SAFETY
TRAINING AND RECRUITING DIVISION

Pursuant to Title 10, Chapter 29, Part 4 (NMAC) Instructor Certification Standards

hereby awards this certificate to

David E. Archibeque


For Meeting the Prescribed Guidelines For Instructor In The Areas Of

**General Police, Active Shooter Threat,
&
Firearms: Handgun (Level 1)**

ISSUED: February 1, 2016 EXPIRES: September 30, 2020

Firearms Cert. No.
16-00121




Frank Ortiz III, Advanced Training Bureau Chief

The United States of America



Department of Homeland Security
Federal Law Enforcement Training Centers

By virtue of the authority vested therein, the Faculty hereby confers upon

David Archibeque

the honor of this

Certificate of Training

ACTIVE SHOOTER THREAT INSTRUCTOR TRAINING PROGRAM
A-ASTIIP-60ISLTD

October 5, 2015 - October 9, 2015

For successful completion of all theoretical and practical aspects of the training and examinations as set forth in the requirements for graduation from an advanced program, with all of the honors, rights, and privileges thereunto appertaining.

In testimony whereof, this diploma is awarded under the seal of the U. S. Department of Homeland Security at the Federal Law Enforcement Training Centers, this 9th day of October, 2015

Conni O'Patrick

Director
Federal Law Enforcement Training Center